



SY 2025 Third Grade Reading on Grade Level

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Strategic Priority 1

*Student Growth and Achievement for
Choice-filled Futures*



Strategic Priority 1: STUDENTS

Performance Objective B: *Advance proficiency in literacy and numeracy through high quality instruction and support for diverse learners.*

Key Performance Indicators:

- Increase Lexile performance as measured by GMAS Reading on Grade Level with a focus on third grade.
- Increase the percentage of students demonstrating typical or high growth on GMAS English Language Arts (ELA) and mathematics as measured by the Student Growth Percentile Report (2 KPIs).
- Increase the percentage of students demonstrating typical or high growth on GMAS English Language Arts (ELA) and mathematics for English Learners and Students with Disability Subgroups (4 KPIs).

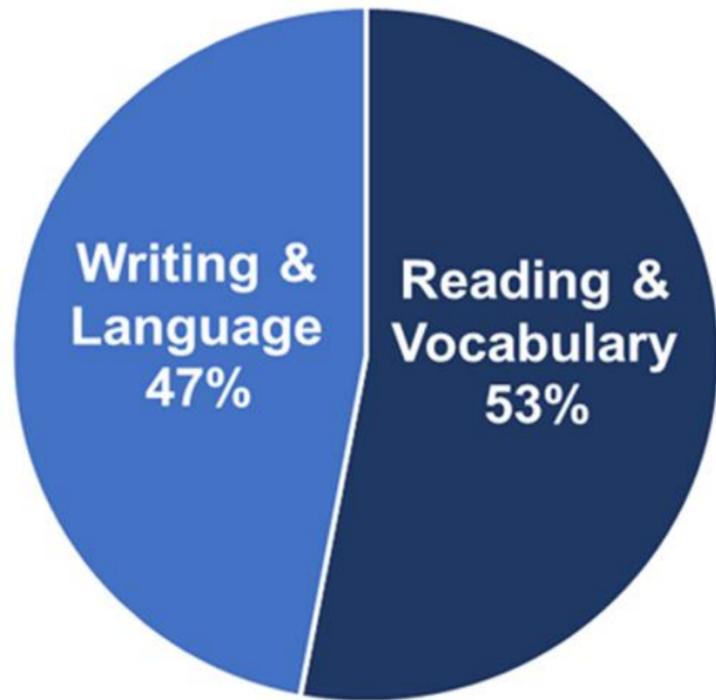
The Importance of Reading on Grade Level in Third Grade

- **Third grade marks the transition from Learning to Read to Reading to Learn**
- **Reading proficiency by the end of Third Grade is a key indicator of a child's educational development**
 - Literacy skills essential for learning across all subjects (> 85% curricula taught by reading)
- **Reading proficiently is connected to positive life outcomes & increased opportunities**
 - Students who do not exhibit reading proficiency by end of Third Grade have increased likelihood of dropping out of high school (4x more likely) & are more likely to experience long-term behavioral and mental health issues

Georgia Milestones (GMAS) English Language Arts (ELA) Assessment

GMAS ELA Domain Scores:

1. Reading & Vocabulary and
2. Writing & Language



Domain Achievement

ENGLISH LANGUAGE ARTS

	Below Target	Approaching Target	Met Target
Reading and Vocabulary*	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Key Ideas and Details	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Craft and Structure/Integration of Knowledge and Ideas	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Vocabulary Acquisition and Use	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text Types*			
Reading Literary Text	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading Informational Text	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Writing and Language			
Writing	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Below Target Less than 25% likelihood of student proficiency on the overall ELA assessment	Approaching Target Between 25% and 74% likelihood of student proficiency on the overall ELA assessment	Met Target 75% or greater likelihood of student proficiency on the overall ELA assessment
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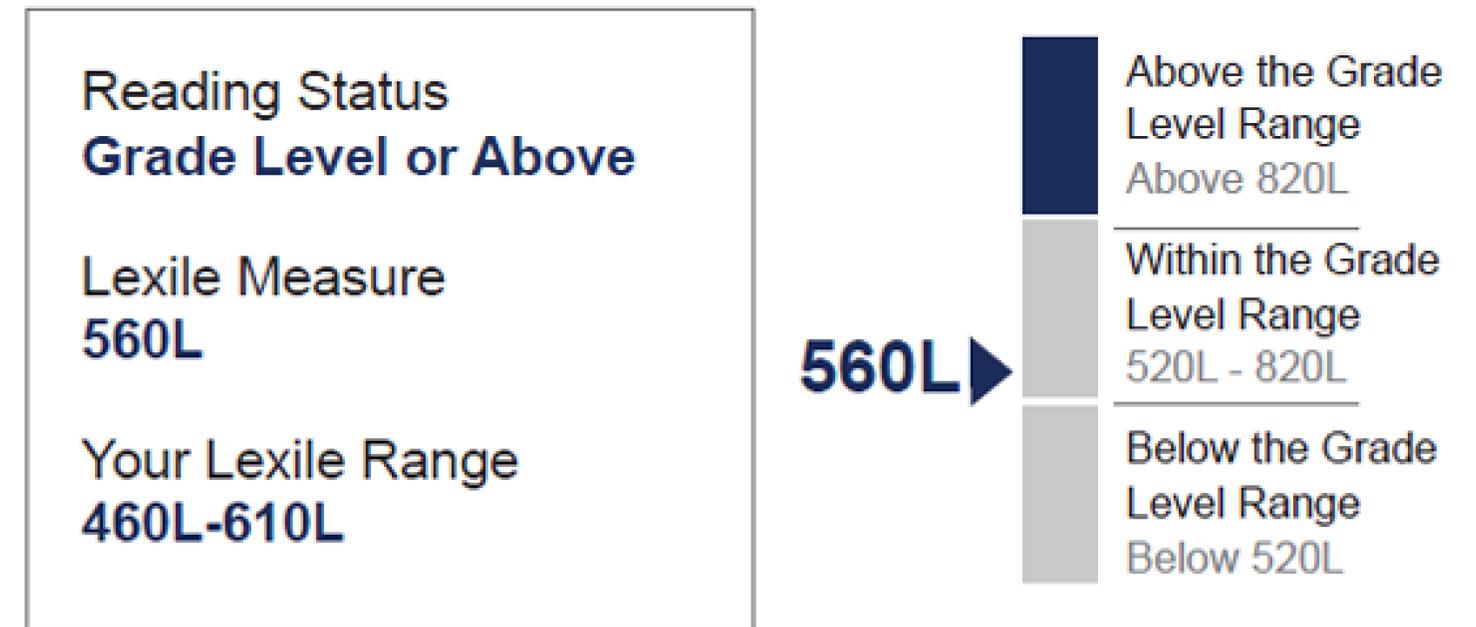
Georgia Milestones (GMAS) English Language Arts (ELA) Assessment

GMAS Reading Status Indicator

- Based on the Reading & Vocabulary portion of ELA Assessment
- **GMAS Reading Status Indicator = Lexile Score**

Reading Status

Your Lexile® measure describes reading ability, based on your achievement in the Reading and Vocabulary domain.



To learn more about interpreting Lexiles and access resources to accelerate reading growth, visit hub.lexile.com.

Measuring Reading on Grade Level (ROGL)

GMAS Reading Status = Lexile Score



- **Lexile[®] “Stretch” Bands** reflect grade-level text complexity & measure students’ reading ability

- **Stretch bands reflect literacy skills associated with college & career readiness**

- **Reading Status** is reported as:

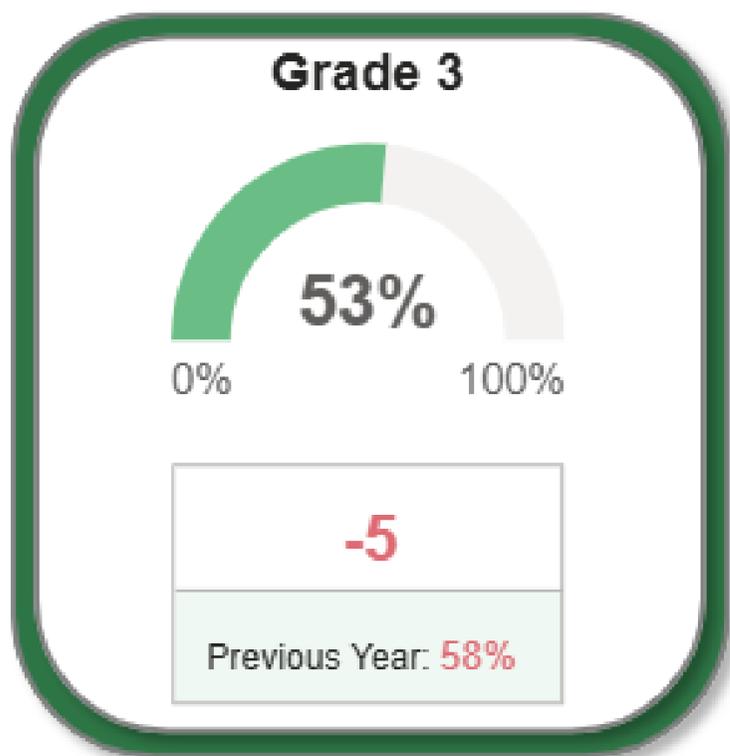
- “Grade Level or Above” or

- “Below Grade Level”

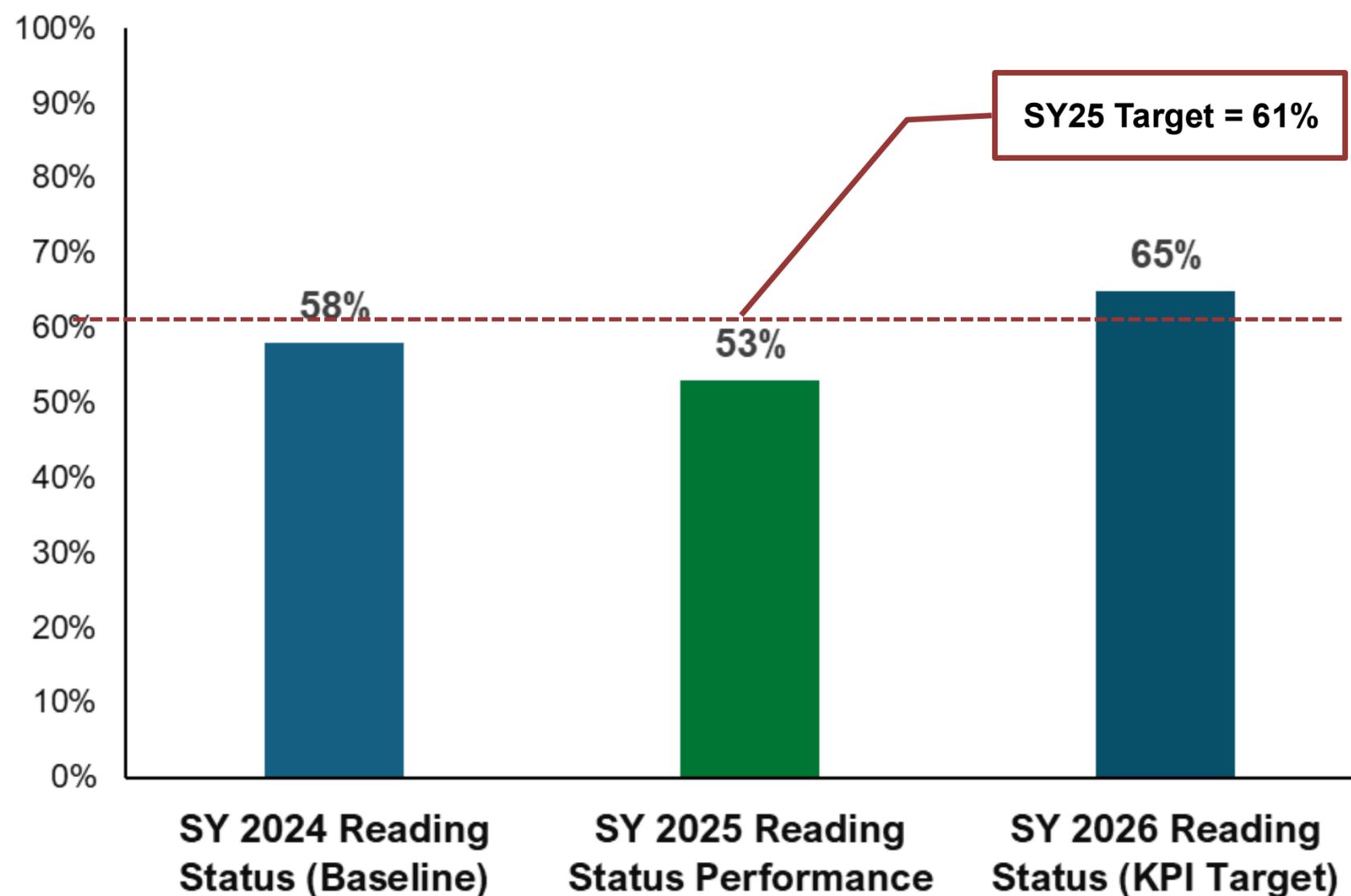
Grade/Course	Lower Bound	Upper Bound
3	520L	820L
4	740L	940L
5	830L	1010L
6	925L	1070L
7	970L	1120L
8	1010L	1185L
American Literature & Composition	1185L	1385L

Third Grade Reading on Grade Level (ROGL): SY 2025 KPI Performance

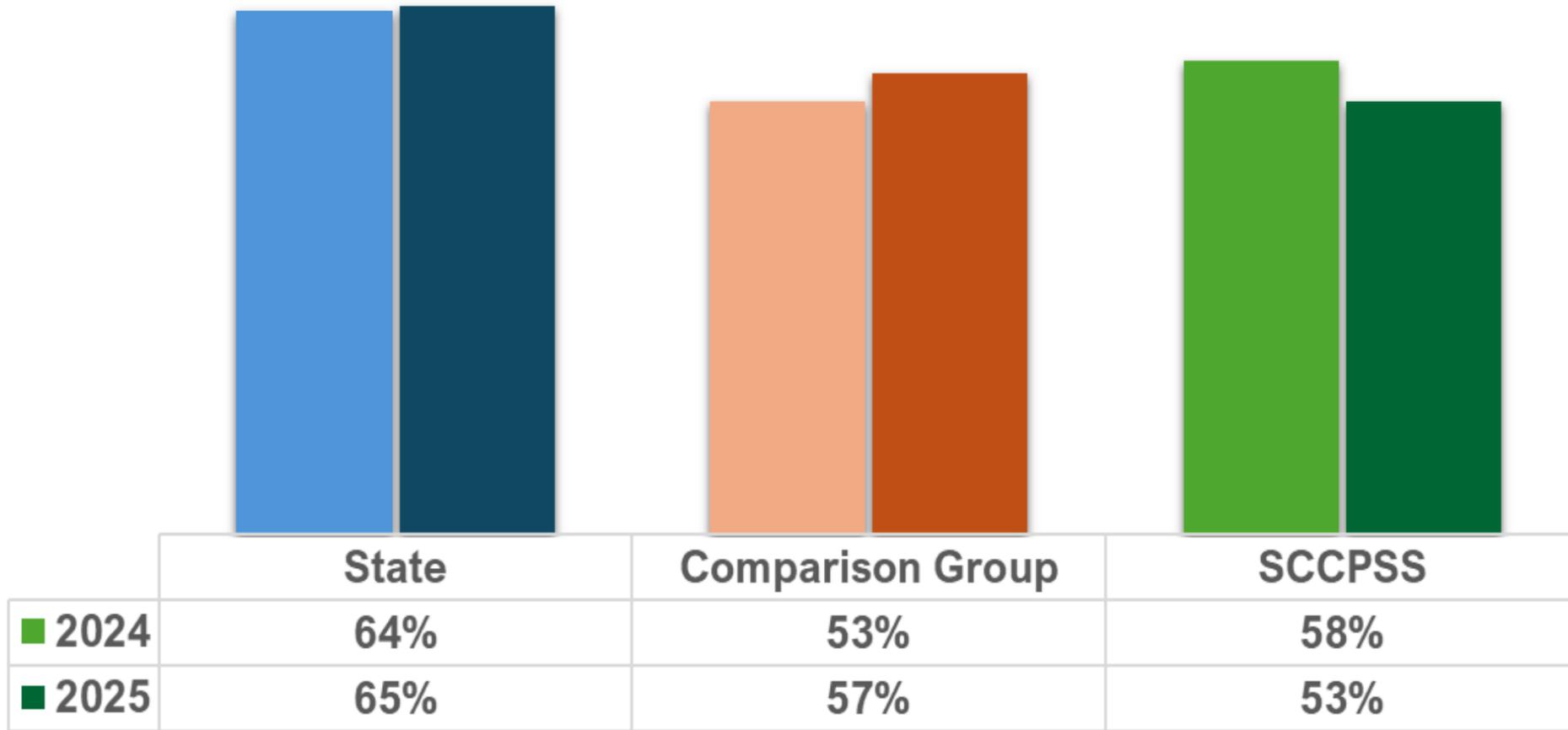
SY 2025 Third Grade Reading Status



Third Grade Reading KPI

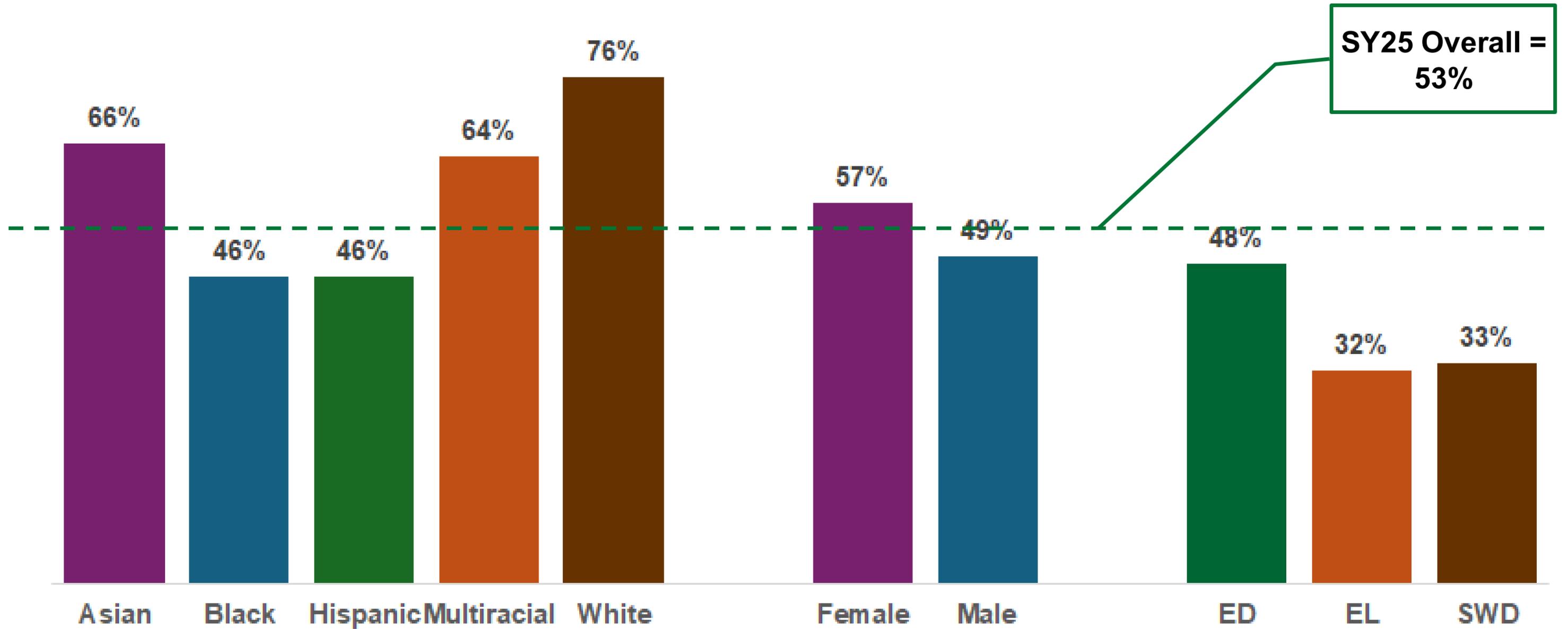


Year-over-Year Comparison of Third Grade Reading on Grade Level Performance



The district declined by 5% in Third Grade Reading on Grade Level performance, falling behind both the comparison group and state, in SY 2025.

SY 2025 Third Grade ROGL by Student Group



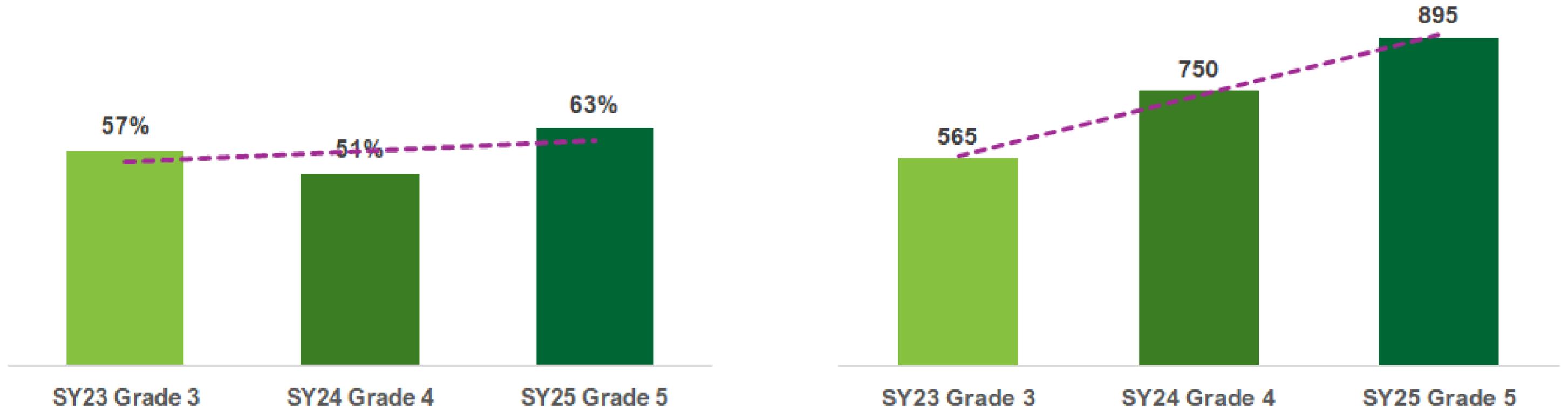
Monitoring ROGL Performance: Three-Year Matched Cohort Analysis

Matched Cohort ($n = 2,184$)²

3rd Grade Students in SY 2023 matched to their performance as 4th Graders in SY 2024 and as 5th Graders in SY 2025

% Reading At/Above Grade Level

Median Lexile





Literacy Strategies for SY 2025-26

A Universal System for Literacy



- Transformation requires systematic development and coordination of multiple interdependent components.
- Systems and supports are put in place to elevate the strengths and address the weaknesses of component.
- Systems and supports may look different across schools, grade bands, or roles of responsibility.
- Constant monitoring is required to drive refinement of implementation toward sustainability.
- Organizational alignment on purpose, mission, and execution are integral for success.

(Ilk, Whitney, & Moats, 2022)

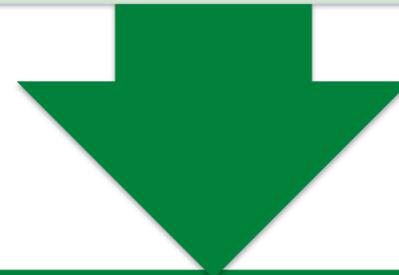
Reading on Grade Level - Challenges & Opportunities

Current Challenges:

Shift in Standards & Year 2 of SOR/HQIM Implementation

% of students still reading below grade level

Subgroup Reading Proficiency (SWD/EL)



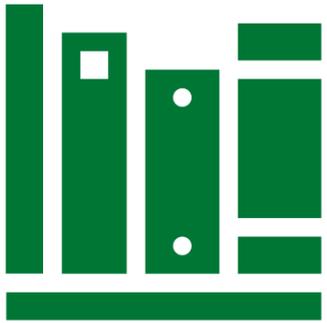
Opportunities:

Comprehensive Leader & Teacher Development

High Quality Tier 1 Literacy Instruction

Literacy Intervention Instruction

Key Literacy Strategies for SY 2025-26



High Quality Tier 1 Literacy Instruction

- Explicitly bridging the *New Georgia Standards* with Science of Reading training (LETRS) and High-Quality Instructional Materials (HMH)
- Shifting implementation stage from familiarization with materials and routines to internalization of practices
- Keeping the Literacy Block sacred
- Prioritization and intentionality around writing instruction
- Foundational Skills Instruction in upper elementary grades, not just lower
- **Additional Resources to Support Reading Instruction:** Amira & Just Right Reader Decodable Books

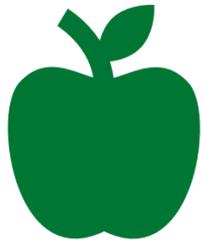
Key Literacy Strategies for SY 2025-26



Leader & Teacher Professional Development

- **Consistency & Alignment of Instructional Routines/Practices**
 - ✓ Focus on small set of high-leverage instructional strategies
- **Standardized District Data Analysis and Action-Planning Cycle Protocol**
- **Core Action Walk coaching cycles with Look-For Guides used for monitoring, providing actionable feedback and building instructional leadership capacity**
 - ✓ Instructional Practices
 - ✓ Content rigor
 - ✓ Student evidence

Key Literacy Strategies for SY 2025-26



High-Dosage Tutoring Pilot with **ignite** reading

- **Launched this week with Get to Know You and Ignite Baseline Assessment**
- **Four schools: Gadsden, Haven, Hodge and Butler**
- **25 2nd & 3rd grade students per school**
- **Focused on students scoring below 25th percentile on Amira**
- **Students progress through a scope and sequence of foundational literacy skills with a personal tutor**
- **15 minutes daily**

The Story of “Jack”

- Son of a district academic coach
- Kindergarten & 1st Grade
 - Hard time making connections to reading
 - Making minimal progress
 - On cusp of/met the qualifications for EIP service

SY23-24: 2nd Grade

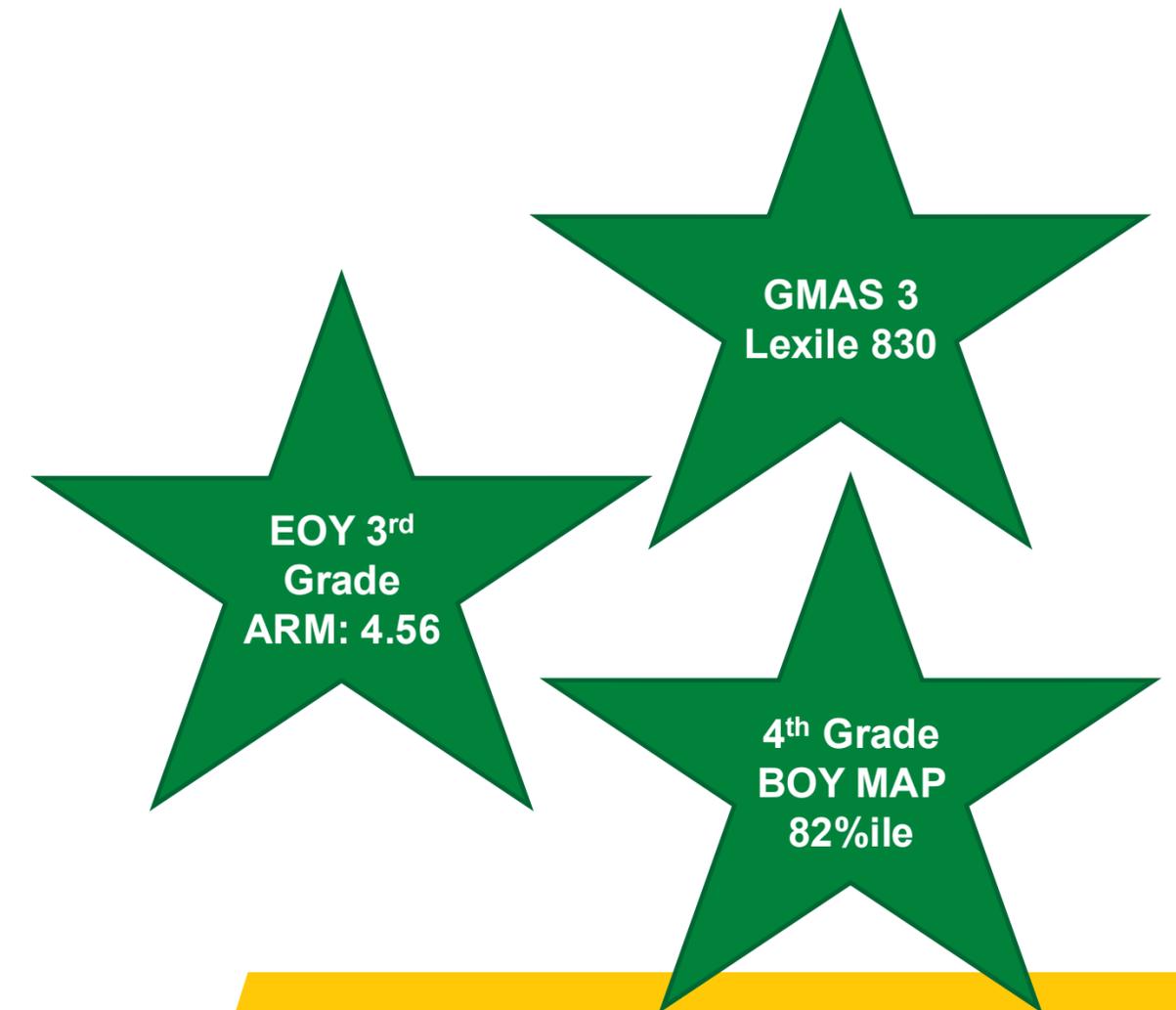
- Mid-year 2nd grade LETRS training for teachers begins
- Jack’s teacher dives in! She is overwhelmed, but determined to learn better to do better.
- Applies learning in daily small groups, committed to implementing foundational skill instruction with integrity and sequentially

SY24-25: 3rd Grade

- LETRS training continues. *HMH Into Reading* launches.
- Jack’s 3rd grade teacher has been all in with LETRS too, and as she familiarizes herself with HMH, she taps deeply into its Writeable component.
- Like his 2nd grade teacher, she leans into Amira Tutor.

Amira ARM Data

BOY 1st Grade: 0.0
BOY 2nd Grade: 1.8



QUESTIONS & ANSWERS

Thank You!



Appendix A. Comparison Group Information

Comparison Group Districts: Atlanta Public Schools (APS), Bibb, Clayton, Douglas, Henry, Muscogee, & Richmond

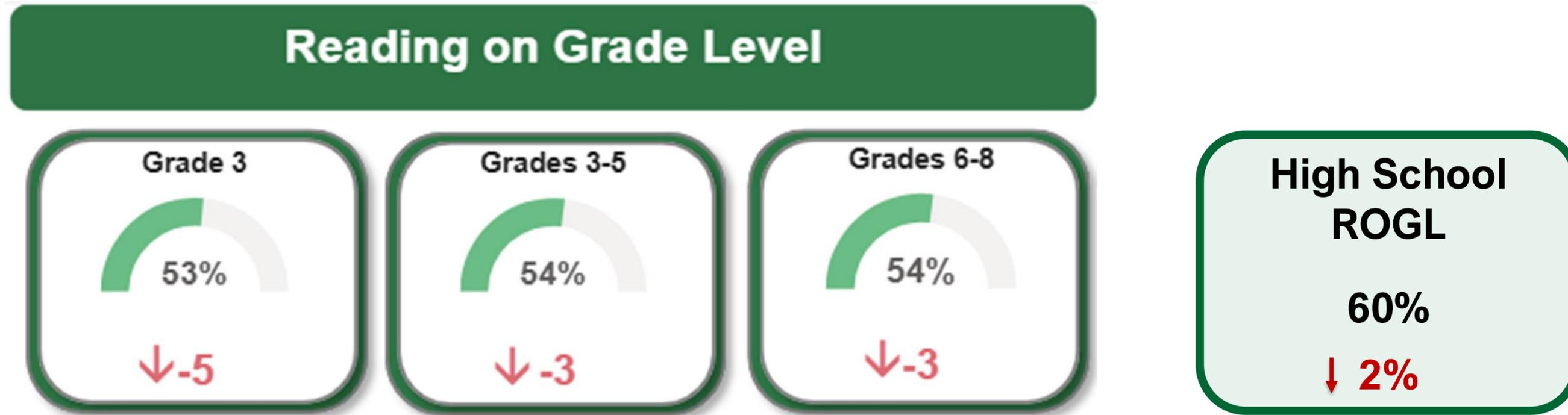
Criteria:

- Enrollment of 20,000 to 50,000 students
- Economically Disadvantaged enrollment at least 50%
- Comparable enrollment across other subgroups

School District	FTE Enrollment (PK-12)	Race/Ethnicity					ED	EL	SWD
		Asian	Black	Hispanic	Multi-Racial	White			
SCCPSS	38,716	3%	56%	17%	6%	19%	75%	10%	15%
Atlanta Public Schools	54,735	1%	72%	8%	3%	15%	76%	5%	13%
Bibb	23,562	1%	77%	8%	4%	10%	97%	5%	13%
Clayton	57,602	3%	68%	24%	3%	2%	100%	15%	12%
Douglas	28,597	1%	58%	21%	6%	14%	76%	11%	15%
Henry	48,751	3%	64%	12%	6%	15%	70%	5%	15%
Mucogee	31,970	3%	58%	13%	7%	18%	86%	6%	17%
Richmond	32,611	1%	76%	7%	4%	12%	97%	3%	15%

Note: Comparison group district data was collected from 2024 College and Career Ready Performance Index (CCRPI). Bibb, Clayton, Muscogee, Richmond, and Atlanta Public Schools have transitioned to the Community Eligibility Provision (CEP), which allows high-poverty schools/school districts participating in U.S. Department of Agriculture meal programs to offer universal free breakfast and lunch.

Appendix B. SY 2025 GMAS Reading on Grade Level (ROGL) Across Grade Bands



Reading on Grade Level rates declined in SY 2025 across all grade bands:

- 5% decrease in Third Grade
- 3% decrease in Grades 3-5
- 3% decrease in Grades 6-8
- 2% decrease in High School

Appendix C. Reading on Grade Level (ROGL) Matched Cohort Comparison

SY 2024 – SY 2025 Matched Cohort Students Reading At/Above Grade Level (ROGL)

Matched Student Cohort	Students Reading At/Above Grade Level		
	2024	2025	Change
2024 3rd Grade / 2025 4th Grade	59%	51%	-8
2024 4th Grade / 2025 5th Grade	50%	62%	12
2024 5th Grade / 2025 6th Grade	63%	49%	-14
2024 6th Grade / 2025 7th Grade	48%	60%	12
2024 7th Grade / 2025 8th Grade	62%	60%	-2

The matched cohort data analysis shows Reading on Grade Level (ROGL) performance gains for 5th and 7th grade students in SY 2025.